Five-Year Academic Assessment Plan

PLEASE NOTE: This template has been significantly revised. Please carefully read and complete all sections.

Program Information: (please complete a separate assessment plan for each degree program)

<table>
<thead>
<tr>
<th>Program Information</th>
<th>Advanced Education in Pediatric Dentistry (Certificate Program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department(s)</td>
<td>School of Dental Medicine (Pediatric Dentistry)</td>
</tr>
<tr>
<td>College</td>
<td>School of Dental Medicine</td>
</tr>
<tr>
<td>Program Assessment</td>
<td>Dr. Cody Hughes, DMD, Program Director</td>
</tr>
<tr>
<td>Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

Purpose of Assessment Plans at UNLV:

The purposes of an assessment plan are to (1) provide information about how a department assesses student learning outcomes for their degree programs and (2) guide departmental use of the results to improve student learning through curricular and pedagogical changes. The assessment plan should contain the following elements:

- A Mission Statement explaining the department’s purpose, and what it is trying to achieve with students
- Learning objectives that clearly explain what students will learn/what skills they will attain, and how they will meet the learning objectives
- A curricular map showing how the learning objectives align with the Mission Statement and University Undergraduate Learning Outcomes (UULOs) (the latter for undergraduate programs only)
- A list of direct and indirect instruments the department will use to assess student learning outcomes
- A description of how student learning outcomes will be analyzed
- A description of how outcomes will be used through curricular and/or pedagogical changes to improve student learning

1. Department Mission Statement. What is the department’s purpose? What is it trying to achieve with students?

The UNLV, School of Dental Medicine, Advanced Education Program in Pediatric Dentistry, strives to develop outstanding pediatric dental specialists, through the utilization of advanced technology, an integrated curriculum of biomedical and clinical sciences, as well as, professional studies. The program provides opportunities for scholarly research, community service, as well as advanced clinical experiences in out-patient pediatric oral health care and comprehensive oral rehabilitation in the hospital/surgery center, setting.
2. Program Level Student Learning Objectives (SLOs)
- Please articulate the degree program’s student learning objectives by explaining what content students will learn and what skills they will develop
- Please number the objectives for later reference

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Admit a diverse postgraduate student class of high academic achievers and who are highly, clinically, qualified</td>
</tr>
<tr>
<td>2.</td>
<td>Provide an evidence-based integrated curriculum comprised of biomedical and clinical sciences, as well as, other professional studies.</td>
</tr>
<tr>
<td>3.</td>
<td>Develop postgraduate students with outstanding diagnostic and clinical skills to allow quality pediatric oral health care and community service</td>
</tr>
<tr>
<td>4.</td>
<td>Prepare graduates for American Board of Pediatric Dentistry certification, scholarly activities, educational endeavors, research and leadership roles</td>
</tr>
<tr>
<td>5.</td>
<td>Cultivate excellence among pediatric dental faculty in the areas of teaching, scholarly activities, research and community service</td>
</tr>
<tr>
<td>6.</td>
<td>Promote the importance of medical and dental, interdisciplinary cooperation, in order to provide the best pediatric oral health care, achievable</td>
</tr>
<tr>
<td>7.</td>
<td>Provide care to the many underserved children, in the State of Nevada</td>
</tr>
<tr>
<td>8.</td>
<td>Provide the environment and background to develop and maintain the highest ethics and professional behavior, as a representative of the dental profession and more specifically, pediatric dentistry</td>
</tr>
</tbody>
</table>

2a. Learning Experiences
- Please explain how students will attain the program learning objectives (e.g. What are the learning experiences or activities that will foster student development of the content knowledge and skills

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Didactic – Courses in the biomedical sciences, research and clinical dentistry. Students (residents) are all required to participate all courses in lock-step fashion as a cohort. Formal professional continuing education opportunities including national and regional orthodontic meetings are available to supplement their content knowledge.</td>
</tr>
<tr>
<td>2.</td>
<td>Clinical Experiences – Residents spend the bulk of their curriculum hours treating patients in UNLV’s SDM clinics and also participate in case conferences to gain experiences with pediatric patients and special needs patients. In addition, UNLV SDM has numerous volunteer clinics available on the weekends for students to provide community service while enriching their education.</td>
</tr>
<tr>
<td>3.</td>
<td>Research – Aside from research courses, residents must conduct and produce a peer-review publishable paper by the end of their program opportunities within SDM or in collaboration with other UNLV academic units exist for research topics, mentorship and facilities.</td>
</tr>
</tbody>
</table>
### 4. Curriculum Alignment of Student Learning Objectives

- Where is the information covered in the courses required in the curriculum?
- Are the levels of learning clearly defined?
- At what developmental stage is it covered (Beginning, Middle or End)?

**NOTE:** The UNLV School of Dental Medicine is a Lock-step curriculum, meaning all students take all classes with the same class in the same order. Because of this, the curriculum is consistent in terms of when a particular course is taken in the curriculum. Great effort is made to ensure that the courses are appropriately aligned so that students get the didactic in line with research and clinical experiences. Below is the curriculum map by year. These are structured in such a way to ensure that they are offered allowing students the progression they need in the program.

#### FALL YEAR 1
- ORTHO 8001 Introduction to Orthodontics July – December
- PEDO 8001 Introduction to Pediatric Dentistry (Includes Hospital Dentistry and PALS)
- PEDO 8101 Clinical Seminar I September - December
- PEDO 8201 Postgraduate Clinic I (Includes community clinic rotations)
- PEDO 8802 Literature Review I September – December
- PEDO 8910 Special Patient Care I July – December
- PGDE 8402 Biomedical Sciences Core I September – December
- PGDE 8701 Methods of Literature Review/Scientific Writing September – December

#### SPRING YEAR 1
- PEDO 8101 Clinical Seminar I January – April
- PEDO 8201 Postgraduate Clinic January – April
- PEDO 8802 Literature Review January – May
- PEDO 8910 Special Patient Care I January – April
- PEDO 8930 Anesthesiology Rotation – One moth (4 weeks) rotation - One two week rotation
- PEDO 8940 Emergency Medicine Rotation – One two week rotation
- PEDO 8950 Pediatric Medicine Rotation – One two week rotation
- PGDE 8403 Biomedical Science Core II January – April

#### FALL YEAR 2
- PEDO 8102 Clinical Seminars II September - December
- PEDO 8202 Postgraduate Clinic II (Includes Hospital Dentistry and community clinic rotations)
- PEDO 8803 Literature Review/Journal Club II September - December
- PEDO 8911 Special Patient Care II September - December
- PGDE 8312 Advanced Research (Independent Research Project)
- PGDE 8516 Advanced Radiology II September - December
**UNLV**

PGDE 8715 Practice Management I September - December  
PGDE 8503 Interdisciplinary Growth and Development September - December

SPRING YEAR 2  
PEDO 8102 Clinical Seminar II January- April  
PEDO 8202 Postgraduate Clinic II January – June  
PEDO 8803 Literature Review January- April  
PEDO 8911 Special Patient Care II January- April  
PGDE 8312 Advanced Research (Independent Research Project)  
PGDE 8414 Pharmacology January- April  
PGDE 8716 Practice Management II January- April

---

**5. Planned Assessments: Methods, Instruments, and Analysis: Please do not use student course evaluations or course grades for program-level assessment. Contact Dan if you have questions.**

- What instruments will be used? (e.g. direct- review of collections of papers, embedded exam questions, or oral presentations; indirect - surveys, focus groups)
- Are the instruments clearly explained and linked to specific learning objectives?
- Will assessment be performed at all levels (B, M, E)?
- Who is responsible for instrument development/validation and data collection?
- When and where will the data be collected each year during the 5-year plan cycle?

<table>
<thead>
<tr>
<th>Assessment Instrument (e.g., survey, exit exam)</th>
<th>When the instrument was last reviewed</th>
<th>Learning outcome(s) assessed (list by #)</th>
<th>Person responsible for instrument &amp; data collection</th>
<th>When and where will data be collected?</th>
<th>Expected Measures (results that would indicate success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Course grades</td>
<td>Each Semester</td>
<td>2,4</td>
<td>Course Directors</td>
<td>Each Semester</td>
<td>*Satisfactory completion of all didactic courses (Grades above 80%)</td>
</tr>
</tbody>
</table>
| *Clinical Evaluations                          | 2013                                 | 3-8                                      | Clinic Faculty                                     | Each Semester                        | *Average or above average clinical evaluation scores from faculty (Above 50%)  
*All postgraduate students completing adequate numbers of special needs patients (Minimum of 5/year/resident)  
*Completion of adequate numbers of OR cases per CODA (Minimum of 20 OR cases within the 24-month period)  

12/2013  
Office of the Vice Provost for Academic Affairs  
4
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Frequency</th>
<th>Requirement Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Presentations</em></td>
<td>Each Semester</td>
<td><em>Completion of quality assigned presentations in didactic courses by all postgraduate students (100%)</em></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><em>All residents providing quality care in a timely manner (Individual postgraduate student production within 25% of average resident production for each year of residency)</em></td>
</tr>
<tr>
<td></td>
<td>Course Directors, Program Director</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each Semester</td>
<td><em>All postgraduate students participating in AAPD or local dental association meetings (80%)</em></td>
</tr>
<tr>
<td></td>
<td>3, 4, 6, 7, &amp; 8</td>
<td><em>All postgraduate students participating in teaching roles in clinical or didactic training sessions (At least 5% of total program time)</em></td>
</tr>
<tr>
<td></td>
<td>Course Directors</td>
<td><em>Postgraduate students participating in community service activities (Minimum of 5/year/postgraduate students)</em></td>
</tr>
<tr>
<td></td>
<td>Each Semester</td>
<td><em>Postgraduate students completion of assigned community clinical rotations encompassing provision of care to underserved populations (100% of postgraduate students completing rotations)</em></td>
</tr>
<tr>
<td></td>
<td>2013</td>
<td><em>All postgraduate students (100%) functioning</em></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>On-sight Preceptors</td>
</tr>
<tr>
<td></td>
<td>Each Semester</td>
<td></td>
</tr>
</tbody>
</table>
6. Analysis and Reporting
- How will the results be analyzed and reported (e.g. percentages, ranks, state or national comparisons?)
- What would the expected measures that would indicate success? (e.g. percentages achieving a certain threshold of performance)
- Who will see the data, and with whom will the data be shared?

Results will be analyzed and then reviewed by the Dean’s Executive Committee. The information will be used to help in evaluating the strategic plan and outcomes assessment plans. Annually a retreat is held in which information is presented to faculty, student representatives and staff. This allows for open forum to review and provide feedback to help make changes where necessary. Percentages in each area are reviewed to determine if benchmarks were achieved. In areas where they were not, then steps are proposed to help improve in these areas. Benchmarks are also reviewed to determine if they should be increased.
7. Process for Program Improvement (Closing the Loop)
- What is your plan for acting on your findings?
- What is your plan for making curricular and/or pedagogical to help students improve in areas where they are deficient?
- What improvement in patterns or trend would you hope to foster over the next several years

SDM is a young school, the residency programs even newer. Due to the fact that the curriculum is lock-step in nature, any changes that occur have a profound effect on the remainder of the curriculum. Therefore changes must be considered carefully before they are made. The curriculum committee reviews any additions, changes or modifications recommended. The committee carefully reviews the ramifications before the recommendations are made to the Dean and the Dean’s executive committee for final review. At this point there are no plans for major curriculum changes.

8. Opportunities for Professional Development in Assessment
- What opportunities will be provided for faculty to attend workshops, retreats, conferences, etc. to further develop their assessment knowledge?
- What in-house opportunities will be provided for faculty to discuss academic assessment and share ideas?
- What opportunities will be provided for faculty to publish assessment results in journals or present at conferences?

Please note: This section is designed to help clarify ways in which faculty participate in assessment. These activities are not mandatory; rather, they serve as examples in which programs develop faculty engagement in assessment.

The faculty development committee continues to provide lunch and learn opportunities. In addition, our Continuing Education Department provides many opportunities for life-long learning for our faculty in most cases at free or reduced costs. The faculty practice is also being improved to allow for more opportunities for faculty to practice in-house to keep up their skills.

9. Unit Leader Approval

**Director of Outcomes Assessment**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Marcia Ditmyer  
Phone 702-774-2646  
Email Marcia.ditmyer@unlv.edu

**Director of Pediatric Residency Program**

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Phillip Walter  
Phone 702-774-2416  
Email Phillip.walter@unlv.edu
Dean

X By checking this box, I certify that I have read and reviewed this assessment document and that it meets the standards for both UNLV and the NWCCU.

Name Dr. Karen West  Phone 702-774-2500  Email Karen.west@unlv.edu